

# *Arizona's*

INSTRUMENT TO MEASURE STANDARDS

*Spring 2003 - High School*



## *Test Administrator's Manual*

*Arizona Student Achievement Program*

 **Harcourt  
Educational Measurement**

A Harcourt Assessment Company

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## Overview

You may wish to use the information below in explaining the tests to students, parents, and staff.

### Test Administration Schedule:

Writing Test	Tuesday, February 25, 2003
Mathematics Test	Monday, April 28, 2003
Reading Test	Tuesday, April 29, 2003

Your District/Charter Holder Test Coordinator is responsible for communicating the schedule to test administrators, parents, guardians, and students. All high school testing must be completed by Tuesday, April 29, 2003.

## Arrangements Prior to Test Administration

### Test Setting

AIMS is a standardized test. Test administration must follow the directions exactly as stated in this document. The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. Ensure that visual aids displayed in the testing room are removed or covered completely if they might be used by students to answer questions on the test.

### Test Administration Staff

A test administrator is to be assigned to each testing room. If the number of students testing in the room requires it, proctors may also assist during the administration of the test. The test administrators are responsible for:

- participating in training activities scheduled by the Test Coordinator;
- reviewing this document in advance of the testing date;
- receiving testing materials from the Test Coordinator;
- verifying the quantities of testing materials received;
- ordering any additional materials required to test all eligible students;
- adhering to test booklet security procedures;
- following test administration directions exactly;
- distributing, collecting, and verifying all testing material on testing dates;
- completing any special codes that are required on the demographic pages; and
- assembling and returning all test materials to the Test Coordinator.

During student testing, test administrators and proctors **may not** assist students in any way in answering questions. They may, however, answer student questions about the test directions only. (Refer to “Special Education Guidelines,” “Section 504 of the Rehabilitation Act of 1973, AIMS and Stanford 9,” and “Guidelines for the Administration of AIMS and the Stanford 9 to English Learners” on the Department’s Web site at [www.ade.az.gov](http://www.ade.az.gov).)

## Violation of Test Security

It is unethical and shall be viewed as a violation of test security for any person to:

- allow students to share information during test administration;
- read any parts of the test to students except where indicated in the directions;
- give special assistance of any kind to students which influences the answers students select;
- allow student access to test questions prior to testing;
- change a student's answer choices on the test documents;
- photocopy, transcribe, or in any way duplicate any part of the AIMS test booklets;
- fail to return all testing materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security measures.

## Distribution and Return of Test Materials

Test administrators will receive their testing materials from the Test Coordinator. AIMS test booklets are secure documents. The Test Coordinator will keep a record of the number of booklets assigned to each test administrator. **Test administrators must be able to account for the security of all testing materials before, during, and after the test administration.**

Upon receipt of testing materials, the test administrator should count the number of booklets received. Each test administrator should receive from the Test Coordinator an inventory of the number of books that have been delivered. Any discrepancies or defective test booklets must be reported immediately to the Test Coordinator. All testing materials must be kept in a securely **locked storage facility** except during actual test administration times.

## Shortage of Materials

Prior to the testing date, any shortage of testing materials must be communicated to the Test Coordinator, who has additional materials and can provide these materials to the test administrator.

## Testing Timetable

All testing activities should be conducted during the period scheduled. The testing schedule must be clearly communicated to students and parents in advance. Make-up testing is not allowed.

**AIMS is not a timed test.** The following are **approximate times** needed to administer AIMS. This estimate includes time to distribute materials to students, complete student information on answer documents, read directions, and collect and count materials at the end of the testing session.

Writing—2 hours  
Mathematics—2 hours  
Reading—2 hours

All students should be instructed to bring personal reading materials or class work that they can do if they finish testing before the end of a testing session. The testing session is not complete until **all** students present during the session have had the opportunity to complete that portion of the test. Students who need more than the recommended time to complete the test may be relocated to a supervised test site.

### **Students to be Tested/Not Tested**

All Grade 10 students should be given the opportunity to test. Grade 11 and 12 students who have not yet met the standard on any of the subtests must retake that subtest. Only students whose current Individualized Education Programs (IEPs) exclude them from participating in high school AIMS should be excluded from testing (estimated to be 1-2 percent of the student population). An alternate state assessment (AIMS-A) is available for excluded students with significant disabilities. Refer to the Special Education guidelines found on the Arizona Department of Education's Web site ([www.ade.az.gov](http://www.ade.az.gov)) for additional information.

### **What are Adaptations, Accommodations, and Modifications?**

**Adaptations** are changes made to the environment, curriculum, instruction, and/or assessment practices in order for a student to be a successful learner. Adaptations include ***accommodations*** and ***modifications***. Adaptations are based on an individual student's strengths and needs.

The reauthorization of the Individuals with Disabilities Education Act (IDEA) requires that IEPs include a statement of any individual adaptations a student will need to participate in state and districtwide assessment programs. States must assess students with disabilities in the regular state assessment, with adaptations provided, when necessary. For those students who cannot participate in the regular assessment, an alternate form of assessment must be provided.

Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act concur.

**Accommodations** are provisions made in ***how*** a student accesses and demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known.

**Modifications** reflect changes in the test administration that affect standardization and, thus, the comparability of scores and may also involve substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments and assessments based on individual needs and abilities.

### **What Kinds of Accommodations May Be Used?**

The following accommodations may be used, if appropriate, in the administration of the AIMS without requiring an entry in column “J” in the “OTHER INFORMATION” section on the answer document IF all other provisions of the administration are in accordance with the test developer directions. In test administration, accommodations used should correlate with accommodations required by the student during instruction.

- |  |  |
|--|--|
| <input type="checkbox"/> Change time of day for administration               | <input type="checkbox"/> Provide large-diameter pencil                           |
| <input type="checkbox"/> Provide special lighting or acoustics               | <input type="checkbox"/> Provide pencil grip                                     |
| <input type="checkbox"/> Secure paper to work area with tape or magnet       | <input type="checkbox"/> Provide auditory amplification devices or noise buffers |
| <input type="checkbox"/> Provide adaptive or special furniture               | <input type="checkbox"/> Sign oral directions using exact translation            |
| <input type="checkbox"/> Provide slant board or wedge                        | <input type="checkbox"/> Sign or read written directions to student              |
| <input type="checkbox"/> Administer test individually in a separate location | <input type="checkbox"/> Reread directions for each page                         |
| <input type="checkbox"/> Administer test in a small group                    | <input type="checkbox"/> Allow frequent breaks during testing                    |
| <input type="checkbox"/> Provide templates to reduce visible print           | <input type="checkbox"/> Mark answers in test booklet                            |
| <input type="checkbox"/> Provide visual magnification devices                | <input type="checkbox"/> Provide markers to maintain place                       |

### **Modifications**

The following are examples of modifications that may be used in the administration of AIMS but *require* an entry in column “J” in the “OTHER INFORMATION” section on the answer document. Again, the modifications used in test administration **MUST BE REQUIRED IN THE STUDENT’S IEP** and must correspond to modifications required for the student during instruction.

This list of modifications is not exhaustive. The IEP team must make the determination of the type of modifications needed, if any. **Modifications may neither alter the content of the test nor provide inappropriate assistance to the student within the context of the test.** For example, a test of reading skills may not be read to the student.

- |  |  |
|--|--|
| <input type="checkbox"/> Follow flexible schedule                    | <input type="checkbox"/> Have computer read test to student            |
| <input type="checkbox"/> Administer test in several shorter sessions | <input type="checkbox"/> Have teacher provide clarification on items   |
| <input type="checkbox"/> Administer test over several extra days     | <input type="checkbox"/> Provide STOP or arrow cues                    |
| <input type="checkbox"/> Underline/highlight verbs in directions     | <input type="checkbox"/> Provide graph paper                           |
| <input type="checkbox"/> Provide additional examples                 | <input type="checkbox"/> Provide word processor or typewriter          |
| <input type="checkbox"/> Simplify language in directions             | <input type="checkbox"/> Provide calculator, abacus, arithmetic tables |
| <input type="checkbox"/> Give prompts/directions on tape             | <input type="checkbox"/> Administer out-of-level                       |
| <input type="checkbox"/> Provide dictionary*, spell check            |  |
| <input type="checkbox"/> Increase size of answer bubbles             |  |

\*Although not required, all students may use a dictionary or thesaurus for the extended writing prompt on the writing test only; several copies of each should be available if students choose to use them.

## **Coding and “OTHER INFORMATION” on AIMS Answer Documents**

Test administrators or Test Coordinators are responsible for completing the coding required in the “OTHER INFORMATION” section of the identification grid on the student answer document when a modification is implemented. Coding in the “OTHER INFORMATION” section of the student answer document pertains only to special education students who have received modifications during the administration of an AIMS subtest, or to home schooled students.

A code of “1” should be entered and the bubble filled in under column “J” if the student has received a modification in reading. A code of “2” should be entered and the bubble filled in under column “J” if the student has received a modification in mathematics. A code of “3” should be entered and the bubble filled in under column “J” if the student has received a modification in writing. A code of “4” should be entered and the bubble filled in under column “J” if the student has received a modification in reading and mathematics. A code of “5” should be entered and the bubble filled in under column “J” if the student has received a modification in reading and writing. A code of “6” should be entered and the bubble filled in under column “J” if the student has received a modification in mathematics and writing. A code of “7” should be entered and the bubble filled in under column “J” if the student has received a modification in reading, mathematics, and writing.

For example, if a student’s IEP requires the student to receive assistance in computations, then the student’s answer document would be coded “2.” To exclude home schooled students from the summary data, grid a code of “8” in column “J.”

<b>Bubble Position (Column J)</b>	<b>Content Area(s)</b>
1	Reading
2	Mathematics
3	Writing
4	Reading and Mathematics
5	Reading and Writing
6	Mathematics and Writing
7	Reading, Mathematics, and Writing
8	Home Schooled Student

It is very important that the coding for each student be done accurately since these data will be used to determine which of the student’s scores will or will not be included in the score summary reports. Willful miscoding of answer documents is a violation of ethical test practice and subject to discipline and/or dismissal.



## **Word Processors, Scribes, Tape Recorders, Large Print, and Braille Tests**

If the student uses a word processor, tape recorder, scribe, Braille test book and Braillewriter, or a Large Print test book as an adaptation, his or her responses must be transcribed into an answer document for scoring purposes. A member of the school staff must be responsible for transcribing the response exactly as produced by the student. Staff members should not change the spelling or punctuation of the student-produced work. These answer documents should be returned with the rest of the documents for the appropriate school. The student's use of a Braille or Large Print edition of the test must be recorded on the student's answer document in the "Disabilities" section (number 12).

Braille and Large Print editions of the test books are available. To obtain these materials, please contact your District/Charter Holder Test Coordinator. Quantities are limited, so please order only the exact number of Braille or Large Print test books that will be needed.

### **Test Materials**

#### **Materials Supplied by the State**

- Test Administrator's Manual
- Test booklets
- Answer documents
- Scoring Service Identification (SSID) Sheets

#### **Materials Supplied by Your School**

Your school is responsible for providing the following for each testing room.

- Supply of No. 2 pencils with erasers for students who do not bring their own
- Pencil sharpener
- "Testing—Do Not Disturb" sign
- Dictionaries and thesauri for use on the extended writing prompt on the writing test ONLY

Test administrators must be sure to have an adequate supply of materials available prior to testing. Administrators should check that there is one test booklet and one answer document per student.

Test administrators should have a supply of No. 2 pencils with erasers available for students who do not bring one to the test session or for emergencies.

Use of scratch paper is prohibited. Its use is a violation of test security. **Only answers marked on the answer documents will be scored.**

Although not required, students may use a dictionary or thesaurus for the extended writing prompt on the writing test ONLY. Several copies of each should be available if students choose to use them. Dictionaries and thesauri may not be used on the mathematics and reading test.

Contact the Test Coordinator if you need additional test materials.

### **Test Booklets**

Each Grade 10 student will take the reading, writing, and mathematics tests. Grade 11 and 12 students take only the subtest in which they have not yet met the standard. Make-up testing is not allowed.

Although test booklets are secure and must be returned to your Test Coordinator after testing, students may write in their test books. However, only answers indicated on the answer document will be scored.

### **Answer Documents**

The answer documents are machine scorable and a No. 2 pencil must be used. AIMS uses a single answer document for the high school reading and mathematics tests.

It is important that the following precautions be observed:

- Students should not use correction fluid on the answer documents. If an error is made in answering an extended-response question, the student should erase the error and write in the correction.
- Do not allow students to use extra paper to answer their extended-response questions. Only answers written in the space allotted on the answer document will be scored. Additional pages will not be scored.
- Do not allow students to use pen, crayons, markers, or colored pencils to respond to either their multiple-choice questions or their extended-response questions.
- Do not disassemble or pull pages out of the answer document.
- Do not use paper clips, tape, staples or glue on the answer documents.
- Do not attach removable “sticky” notes to the answer documents.
- Use only Spring 2003 AIMS Answer Documents. Documents from other testing programs or from previous AIMS field or pilot testing cycles will not be scored.
- Do not photocopy the answer documents.

## **Test Administration Guidelines**

### **Students Who Leave the Room During Testing**

Students may be allowed to go to the restroom, if necessary, during testing. However, only one student may leave at a time. Collect the test booklet and answer document from the student upon leaving and return them when the student returns. Test administrators must not leave the testing room unsupervised at any time.

### **Defective Test Booklets**

Replace the defective test booklet or answer document as quickly as possible. Be sure to return the defective test booklet to the Test Coordinator at the conclusion of testing.

### **Students Who Become Ill**

If a student becomes ill during testing, the test administrator should collect the student’s test booklet and answer document and dismiss the student from the testing room. Although make-up testing is not allowed, the student’s answer document should be returned for scoring.

## **Disruptive Students**

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behaviors not consistent with acceptable classroom behavior, should be subject to the discipline procedures established by your school for such occurrences. Testing materials should be gathered by the test administrator. The student should be informed that the opportunity to participate in the test has been revoked with appropriate notification to be placed in the offending student's cumulative folder. The Department of Education recommends written notification of the incident and its consequences to the student's parents/guardians.

## **Monitoring the Test**

Students should be allowed to work at their own pace. Test administrators and proctors should walk around the room during testing to make sure students are progressing through the test.

Test administrators and proctors should:

- Answer questions students may have regarding the test instructions.
- Check that students are marking their answers in the answer document.
- Check for a large number of erasures. The student may be confused about the directions or have some other problem.

## **Test Administration**

The usefulness and validity of the assessment results depend on accurate recording of the required identification information. It is important that students enter the demographic information required on the answer documents accurately and completely. School or district personnel must verify that all sections of the answer document that are to be completed by the student have been completed, in addition to completing all sections identified for school or other district personnel usage.

### **“OTHER INFORMATION” Section**

School or district personnel should complete this section of the answer document after the student is finished taking the test. (See page 8.)

### **Calculators**

Calculators may NOT be used on any portion of AIMS except as noted in the modification section of this manual on page 7.

### **Pre-Identification Labels**

If your district uses Harcourt Pre-ID labels, your District/Charter Holder Test Coordinator will send them to the school. Harcourt-provided labels should be applied to the answer documents prior to testing.

## Instructions to be Read to All Students

All text written in the boxes in this section of the manual should be read aloud to the students. All other text is for the test administrator's information only and should not be read to the students.

SAY:

Today you will take AIMS. You will each receive a test booklet and an answer document. You must use a No. 2 pencil to mark your answer document. Do not open your test booklet until I tell you to do so. There will be no talking among students at any time during this AIMS test administration. It is imperative that you respect the right of others to take the test in a silent environment. AIMS is not a timed test. When you finish today's test, raise your hand and I will take the test booklet and your answer document. Be sure to check your work first because once you hand in the test to me, I cannot return it to you for any reason.

Distribute a test booklet and answer document to each student.

Hold up an answer document and point to the back cover of the answer document.

SAY:

Find the lines that say "STUDENT NAME," "TEACHER," "SCHOOL," "DISTRICT," "GENDER," "GRADE," and "DATE OF BIRTH," and enter your information. The name to enter in the "TEACHER" section will be provided by your test administrator.

Pause.

Note: If a Pre-ID label has been applied to each student's demographic page, disregard the directions for gridding "LAST NAME," "FIRST NAME," "MI" (middle initial), and "DATE OF BIRTH."

Point to the grid section for "LAST NAME," "FIRST NAME," and "MI" (middle initial).

SAY:

Print the letters of your LAST name in the boxes under the words "LAST NAME." Please use your legal last name. Starting from the left box, print one letter in each box. If your last name has more than 11 letters, print only the first 11 letters.

Pause, then say:

Print the letters of your FIRST name in the boxes under the words “FIRST NAME.” Please do not use a nickname. Starting from the left of the “FIRST NAME” box, print one letter in each box. If your first name has more than 9 letters, print only the first 9 letters.

Pause, then say:

Print the first letter of your MIDDLE name in the box under the letters “MI.” If you do not have a middle name then leave the box blank.

Now, grid your name by filling in the bubble that corresponds to the letter of your name. If there is no letter in the box, fill in the blank bubble at the top of the column. Make sure that each mark is dark and fills the bubble completely. If you make a mistake, erase it completely.

Are there any questions?

Answer any questions, then circulate throughout the room to make sure that the students have understood the directions. REMIND STUDENTS TO USE EXACTLY THE SAME NAME ON THE WRITING AND READING/MATHEMATICS ANSWER DOCUMENTS.

Point to the grid section for “DATE OF BIRTH.”

SAY:

Find the section labeled “DATE OF BIRTH.”

Under the word “MONTH,” fill in the bubble that corresponds to the month you were born.

Under the word “DAY,” print the day you were born using two digits. For example, if you were born on the 3rd day of the month, write “03.” Now fill in the bubbles that correspond to the day you were born.

Under the word “YEAR,” print the last two digits of the year you were born. For example, if you were born in 1988, write “88.” Now fill in the bubble for “19” and fill in the bubbles that correspond to the last two digits of the year you were born.

Are there any questions?

Answer any questions, then point to the box that reads “GENDER.”

SAY:

Find the section labeled “GENDER.” Fill in the bubble that applies to you.

SAY:

Now turn to the previous page of your answer document.

Pause. Wait for students to turn to the previous page.

Hold up the answer document and point to the box that reads “1. Grade Enrolled.”

SAY:

Find the section labeled, “Number 1. Grade Enrolled.” Fill in the bubble that corresponds to the grade you are currently enrolled in. Are there any questions?

Pause. Answer any questions

Hold up the answer document and point to the box that reads “2. Racial/Ethnic Background.”

SAY:

Find the section labeled “Number 2. Racial/Ethnic Background.” Fill in the bubble that corresponds to the racial/ethnic group that you most identify with. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “3. Did you start this school year at this school?”

SAY:

Now, find the section labeled “Number 3. Did you start this school year at this school?” If you started the school year at this school, fill in the bubble corresponding to “yes.” If you started classes at this school after the beginning of the school year, fill in the bubble corresponding to “no.”

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “4. Number of Years in the School.”

SAY:

Now, find the section labeled “Number 4. Number of Years in the School.” Fill in the bubble that corresponds with the number of years you have attended this school. Select one response only. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “5. Number of Years in the District.”

SAY:

Now, find the section labeled “Number 5. Number of Years in the District.” Fill in the bubble that corresponds with the number of years you have attended school in this district. Select one response only. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “6. Primary language spoken at home.”

SAY:

Now, find the section labeled “Number 6. Primary language spoken at home.” Fill in the bubble that corresponds to the language that is most often spoken at your home. Fill in the “Other” bubble if the language spoken at your home is not listed. Are there any questions?

Pause. Answer any questions.

SAY:

Now return to the back cover of your answer document.

Pause. Wait for students to return to the back cover.

Hold up the answer document and point to the box that reads “13. Class Standing.”

SAY:

Now, find the section labeled “Number 13. Class Standing.” Fill in the bubble that corresponds with the “cohort class” that describes you.

Grade 12, “Cohort/Senior class of 2003” is defined as a student who began the 9th grade in school year 1999-2000.

Grade 11, “Cohort/Junior class of 2004” is defined as a student who began the 9th grade in school year 2000-2001.

Grade 10, “Cohort/Sophomore class of 2005” is defined as a student who began the 9th grade in school year 2001-2002.

Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “14. My overall high school grade point average is—”

SAY:

Now, find the section labeled “Number 14. My overall high school grade point average is—” Fill in the bubble that corresponds to the description of your cumulative grade point average (GPA). Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “15. How many math courses have you completed successfully (beginning with the ninth grade)? Include any courses you are currently taking and expect to complete successfully.”

SAY:

Now, find the section labeled “Number 15. How many math courses have you completed successfully (beginning with the ninth grade)? Include any courses you are currently taking and expect to complete successfully.” Fill in the bubble that corresponds to the number of math courses you have completed successfully. A course is defined as one academic year of study, which is two semesters or the equivalent. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “16. Of these math courses,



*how many have included algebra material?* Include any courses you are currently taking.”

SAY:

Now, find the section labeled “Number 16. Of these math courses, *how many have included algebra material?* Include any courses you are currently taking.” Fill in the bubble that corresponds to the number of math courses, that include algebra material, you have completed successfully. A course is defined as one academic year of study, which is two semesters or the equivalent. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “17. Of these math courses, *how many have included geometry material?* Include any courses you are currently taking.”

SAY:

Now, find the section labeled “Number 17. Of these math courses, *how many have included geometry material?* Include any courses you are currently taking.” Fill in the bubble that corresponds to the number of math courses, that include geometry material, you have completed successfully. A course is defined as one academic year of study, which is two semesters or the equivalent. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “18. How many English courses have you completed successfully (beginning with the ninth grade)? Include any courses you are currently taking and expect to complete successfully.”

SAY:

Now, find the section labeled “Number 18. How many English courses have you completed successfully (beginning with the ninth grade)? Include any courses you are currently taking and expect to complete successfully.” Fill in the bubble that corresponds to the number of English courses you have completed successfully. A course is defined as one academic year of study, which is two semesters or the equivalent. DO NOT include Journalism, Newspaper, Yearbook or similar courses. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “19. How often do you turn in your schoolwork on time?”

SAY:

Now, find the section labeled “Number 19. How often do you turn in your schoolwork on time?” Fill in the bubble that corresponds to the description of how often your schoolwork is handed in to your techers on the due date. Are there any questions?

Pause. Answer any questions.

Hold up a test booklet and point to the box that reads “Name” on the back cover.

SAY:

Now turn your test booklet over and find the section labeled “Name.” Print your first and last name on the line that is provided.

Pause. Answer any questions.

Questions 7-12 will be completed by school or district personnel.

If you are administering the writing test, follow the directions on the following page. Specific directions for the administration of the mathematics test may be found on page 22. Directions for the administration of the reading test are on page 25.

## Writing Test Administration Instructions

If you are administering the writing test, follow the directions below.

SAY:

For this test, there is a writing test booklet and writing answer document. All responses that are to be scored must be recorded in the writing answer document.

Hold both books up as you refer to them.

Look in the upper right-hand corner of your Writing test booklet. You will see a test form code. Now open your answer document to page 3. Find the box in the upper left-hand corner. Write the form code from your test booklet on the line provided in the "FORM CODE" box on your answer document. Then, fill in the bubble next to the code that matches the code on the front cover of your writing test booklet.

SAY:

Circulate throughout the room to make sure that the students have understood the directions.

SAY:

The writing test booklet contains multiple-choice questions, questions that require a short written response, and one writing assignment. To respond to a multiple-choice question, fill in the bubble with the same letter as the answer you are selecting. Boxes have been provided on the answer document in which you will write your answers to the short written response and writing assignment items. Do not write outside of the box provided for each item. Responses written outside the box, or written in your test booklet, will not be scored.

For the writing assignment, there are two drafting pages and a Writer's Checklist in the writing test booklet. What you write on the drafting pages will not be scored. You will write your final copy in the answer document.

Use the Writer's Checklist to make sure you have written what was asked of you. The checklist will be used as a guide for evaluating your final copy. Although you may write in your test booklet, remember to write your final copy in the answer document.

Make sure you are marking your answer to a question in the space with the same number as the test question.

Follow the directions that appear throughout the writing test booklet and put your responses in the answer document. You may not be able to answer every question. Since there is no penalty for guessing, you should answer each question to the best of your ability. When you have finished the test, please check your answer document. Be confident that you have done your best. When you are through checking your work, raise your hand to indicate that you are ready to turn in your test materials. Remember that your materials cannot be returned to you after you have turned them in. Are there any questions?

Answer any questions.

SAY:

Now open your writing test booklet to the first page and begin.

Make sure all students have turned to the first page in their writing test booklets.

Students should not leave the room during testing. However, if a student must be excused, the student must leave his or her writing test booklet and answer document with the test administrator. Do not allow more than one student to leave the room at a time.

After approximately 45 minutes have elapsed, students should take a brief stand and stretch break.

SAY:

Put your pencils down so that we can take a brief stand and stretch break. You may stand quietly next to your desk to stretch, but please do not talk.

After 2 minutes have passed,

SAY:

Please be seated and continue with your test.

Students should have time to finish within the 2-hour time period. If all students finish before the end of the time period, end the session.

When all students have completed the test,

SAY:

Stop. This is the end of the writing test.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected and counted.

Arrangements must be made to allow additional time for students to finish the writing test if necessary. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets **MUST** be located prior to dismissing students.

## Mathematics Test Administration Instructions

If you are administering the mathematics test,

SAY:

This is a mathematics test. For this test, there is a mathematics test booklet and a mathematics section in the combined answer document. All responses that are to be scored must be recorded on the answer document. You may not use a calculator for any part of this test.

Hold up the mathematics test booklet and combined answer document as you refer to them.

SAY:

Please check that you have the mathematics test booklet.

SAY:

This test contains multiple-choice items. To respond to a multiple-choice question, fill in the bubble with the same letter as the answer you are selecting. Computations may be done in the mathematics test book since scratch paper is not provided; however, these computations will not be scored.

Make sure that you are marking your answer to a question in the space with the same number as the test question. You may write in your mathematics test booklet, but your answers must be recorded on the combined answer document.

SAY:

Look in the upper right-hand corner of your mathematics test booklet. You will see a test form code. Now open your combined answer document to page 3. Find the box in the upper left-hand corner. Write the form code from your test booklet on the line provided in the “FORM CODE” box on your answer document. Then, fill in the bubble next to the code that matches the code on the front cover of your mathematics test booklet.

Circulate throughout the room to make sure that the students have understood the directions.

Pause. Point out the AIMS reference sheet that is located on the first two pages of the mathematics test booklet.

SAY:

Open your mathematics test booklet to the first two pages and look at the AIMS reference sheet. You may turn back to this reference sheet and use information on it any time you wish during the test. Not all of the information is needed.

Pause, then say:

Be sure to follow the directions that appear throughout the mathematics test booklet and put your responses on the answer document. You may not be able to answer every question. Since there is no penalty for guessing, you should answer each question to the best of your ability. When you have finished the mathematics test, please check your answer document. Be confident that you have done your best. When you are through checking your work, raise your hand to indicate that you are ready to turn in your test materials. Remember that your materials cannot be returned to you after you have turned them in. Are there any questions?

Answer any questions.

SAY:

Now open your mathematics test booklet to the first page and begin.

Make sure that all of the students have turned to the first page of their mathematics test booklets.

Students should not leave the room during testing. However, if a student must be excused, the student must leave his or her test booklet and answer document with the test administrator. Do not allow more than one student to leave the room at a time.

After approximately 45 minutes have elapsed, students should take a brief stand and stretch break.

SAY:

Put your pencils down so that we can take a brief stand and stretch break. You may stand quietly next to your desk to stretch, but please do not talk.

After 2 minutes have passed,

SAY:

Please be seated and continue with your test.

Students should have time to finish within the 2-hour time period. If all students finish before the end of the time period, end the session.

When all students have completed the test,

SAY:

Stop. This is the end of the mathematics test.

Pause, then say:

Put your answer document inside your test booklet and close your test booklet. Please remain quietly in your seat until all materials are collected and counted.

Arrangements must be made to allow additional time for students to finish the mathematics test if necessary. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets **MUST** be located prior to dismissing students.



## Reading Test Administration Instructions

If you are administering the reading test, follow the directions below.

SAY:

For this test, there is a reading test booklet and a combined reading and mathematics answer document. All responses that are to be scored must be recorded on the answer document.

Hold up the reading test booklet and combined answer document as you refer to them.

SAY:

The reading section of the test booklet contains several passages. You will read a passage and then answer the questions that follow it. You may refer back to the passage when answering the questions.

This test contains multiple-choice items. To respond to a multiple-choice question, fill in the bubble with the same letter as the answer you are selecting.

Make sure that you are marking your answer to a question in the space with the same number as the test question. You may write in your reading test booklet, but your answers must be recorded on the combined answer document.

SAY:

Look in the upper right-hand corner of your reading test booklet. You will see a test form code. Now open your combined answer document to page 5. Find the box in the upper left-hand corner. Write the form code from your test booklet on the line provided in the "FORM CODE" box on your answer document. Then, fill in the bubble next to the code that matches the code on the front cover of your reading test booklet.

Circulate throughout the room to make sure that the students have understood the directions.

SAY:

Be sure to follow the directions that appear throughout the reading section of the test booklet and put your responses in the combined answer document. You may not be able to answer every question. Since there is no penalty for guessing, you should answer each question to the best of your ability. When you have finished the reading test, please check your answer document. Be confident that you have done your best. When you are through checking your work, raise your hand to indicate that you are ready to turn in your test materials. Remember that your materials cannot be returned to you after you have turned them in. Are there any questions?

Answer any questions.

SAY:

Now open your reading test booklet to the first page.

Make sure that all of the students have turned to the first page of their reading test booklets.

SAY:

Read the directions at the top of the page and begin.

Students should not leave the room during testing. However, if a student must be excused, the student must leave his or her reading test booklet and combined answer document with the test administrator. Do not allow more than one student to leave the room at a time.

After approximately 45 minutes have elapsed, students should take a brief stand and stretch break.

SAY:

Put your pencils down so that we can take a brief stand and stretch break. You may stand quietly next to your desk to stretch, but please do not talk.

After 2 minutes have passed,

SAY:

Please be seated and continue with your test.

Students should have time to finish within the 2-hour time period. If all students finish before the end of the time period, end the session.

When all students have completed the test,

SAY:

Stop. This is the end of the reading test.

Pause, then say:

Put your answer document inside your test booklet and close your booklet.

Arrangements must be made to allow additional time for students to finish the reading test if necessary. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets **MUST** be located prior to dismissing students.

## **Procedures Following Test Administration**

### **Inspecting Answer Documents**

After testing, check each answer document to ensure that the following has been done.

1. The student's marks have been made with a black (No. 2) lead pencil. (Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scored. These should be marked over with a No. 2 pencil.)
2. The student's name has been recorded in both the print field box and printed and coded in the grid field. (Make sure only one bubble is filled in each of the columns provided.) **OR** the student's name has been recorded in the print field box, and a Pre-ID label has been affixed to the proper spot.
3. All erasures are complete and neat.
4. Both sides of the Demographic Page on the answer documents have been properly coded, including the information requested in the "OTHER INFORMATION" section. Be certain that the test form the student used is correctly printed and coded in the "FORM CODE" section.

### **Organizing Answer Documents After Testing**

Arrange the answer documents so the page with the name grid is facing up and the margin containing the black horizontal bars is on the left. All answer documents are to be placed in classroom or grade-level stacks with a completed Scoring Service Identification (SSID) Sheet on top of each grade/class. The SSID Sheet must be completed.

Place the paper band provided around each grade/class stack. (A paper band is a long piece of paper wrapped around the tests and fastened to itself with tape.) Do not bind answer documents with clips or rubber bands; this will damage answer document edges. The answer documents need not be alphabetized, as this will be done automatically by the computer program.

All test materials must be picked up by UPS from the Test Coordinator. Dates for the pick-up of all test materials are:

**Monday, March 3 – Friday, March 7, 2003—Writing**  
**Monday, May 12 – Friday, May 16, 2003—Mathematics/Reading**

### **Scoring Service Identification (SSID) Sheets**

Preprinted SSID Sheets have been provided in each district's shipment of test materials. If the preprinted data contains an error, do not alter it. Instead, fill out all pertinent information on a blank form. The test administrators must complete an SSID Sheet for each group's documents. Instructions for completing the SSID Sheet are provided in the High School Test Coordinator's Manual.

Blank SSID Sheets are included in the Test Coordinator's Kit. If you are completing blank SSID Sheets for **new** buildings, be sure to match the school name exactly as it is printed on the Master File Sheet. It is important that all the necessary information is printed and/or

gridded on this sheet. SSID Sheets are scannable documents; **photocopies are not acceptable for Scoring Center use**. If additional forms are needed, contact the Arizona Program Coordinator at 1-800-800-8305, extension 5645 or 5620. (Test administrators who need additional copies should contact their Test Coordinator.)

### **Returning Materials**

Each test administrator should return the completed answer documents bundled with the Scoring Service Identification Sheet to the Test Coordinator. All other test materials (test booklets and unused answer documents) should also be returned to the Test Coordinator.

All scorable materials (answer documents) will be returned to the District/Charter Holder Test Coordinator.

### **Test Administrators' Checklist**

- ☐ 1) Verify that completed answer documents have been correctly bubbled with the student's demographic information, i.e., student name, date of birth, etc. Confirm that the appropriate level and form have been administered.
- ☐ 2) Check all test booklets carefully for any answer documents.
- ☐ 3) Complete the Scoring Service Identification (SSID) Sheets for your class or grade. Please check that the grade and number of documents have been completed correctly. If it is necessary to use a blank SSID Sheet instead of a preprinted one, please make sure that the gridded school name is identical to the one on the Master File Sheet.
- ☐ 4) Arrange the answer documents with the name grid facing up. Documents do not need to be alphabetized. Use the paper bands supplied to band all the documents together. Do not use clips or rubber bands. Be sure to include the SSID Sheet with your documents.
- ☐ 5) All answer documents will be returned to the District/Charter Holder Test Coordinator for further processing before shipping to the Scoring Center in San Antonio, Texas. Test booklets, unused answer documents, Test Coordinator's Manuals, and Test Administrator's Manuals will be returned to the district as directed by your Test Coordinator.
- ☐ 6) Contact your Test Coordinator if you have any questions.





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